DOCUMENT RESUME

ED 389 200 FL 023 407

AUTHOR Van Heukelem, Tom; Mercado, Maria de Jesus
TITLE The Solar System/El Sistema Solar--A Fully Integrated Instructional Unit.
PUB DATE 15 May 95
NOTE 19p.; For related instructional units, see FL 023 405-410.
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Bilingual Education Programs; *Bilingual Instructional Materials; Community Involvement; Educational Objectives; English (Second Language); Grade 2; Homework; Immersion Programs; Lesson Plans; *Limited English Speaking; Native Language Instruction; Parent Participation; Primary Education; *Science Education; Second Language Instruction; Second Language Learning; *Solar System; Space Sciences; Spanish; State Departments of Education
IDENTIFIERS *Two Way Bilingual Education

ABSTRACT

This lesson plan for the second grade uses information on the solar system to provide science education for limited-English-proficient (LEP) students in San Diego, California. The lesson has been developed to be taught in a bilingual class, a Spanish-language immersion class, or a two-way bilingual class. Lessons are arranged so that native English speakers can assist the non-native speakers. The lesson unit is for one week, 25-30 minutes per day. Language levels include pre- and early production, speech emergence, and intermediate fluency. Instructional components are second language development, primary language instruction, specially designed academic instruction in second language, cross-cultural/self-esteem building, and parent/community involvement. Instructional objectives, unit goals, homework, and assessment are described. Included is a vocabulary development talking chart in English and Spanish. (NAV)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 389 200

The Solar System
/
El Sistema Solar

By : Tom Van Heukelem
and
María de Jesús Mercado

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Carmen Sanchez Sadat
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

FL 023 407

BEST COPY AVAILABLE

Tom Van Heukelem / María de Jesús Mercado
PLC 651
C. Sadek
May 15, 1995

Theme : The Solar System
Tema : El Sistema Solar

GRADE: SECOND
CONTENT AREAS: LANGUAGE ARTS, MATHEMATICS, SOCIAL STUDIES, SCIENCE, MUSIC, ART, P.E., DRAMA
TIME LENGTH: ONE WEEK, 25-30 MINUTE LESSONS
LANGUAGE LEVELS: PRE-PRODUCTION, EARLY PRODUCTION, SPEECH EMERGENCE, INTERMEDIATE FLUENCY
INSTRUCTIONAL COMPONENTS: SECOND LANGUAGE DEVELOPMENT, PRIMARY LANGUAGE INSTRUCTION, SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN SECOND LANGUAGE, CROSS CULTURAL - SELF ESTEEM, PARENT / COMMUNITY INVOLVEMENT

1. THEME AND RATIONALE

The overall theme of our unit is the Solar System, with an emphasis on the planets and their characteristics. The rationale for this content is to fulfill the San Diego Unified School District requirement in Science. We have provided ~~Primary~~ Second Language development lessons for each proficiency level, but one may combine two to these adjacent levels if it more closely fits the needs of your classroom. The main concepts of the eight subjects are to be covered in the student's primary language in order to provide support for students learning in their Specially Designed Academic Instruction in the ~~Primary~~ Second Language. The unit has been developed in such a way that it could be taught in a bilingual class, a Spanish immersion class, or a two way bilingual class. * (Note : The lessons may require some modification before being presented to a two way bilingual class.) These Specially Designed lessons are taught heterogeneously so that the more advanced English Learners, or the native English speakers may assist their peers. The Cross Cultural - Self Esteem component is included in the lessons.

2. PREVIOUS CONTENT LEARNED

A. None Necessary

3. OUTLINE OF THE CONTENT

A. The names of the planets and their location in relation to the Sun.
B. The Metric System : Centimeters, Meters, and Kilometers.
C. The content of rocks.
D. Graphing
E. The history of space exploration.
F. Living in Space
G. Basic facts about the Planets.
H. Gravity
I. Phases of the Moon
J. Geometry, shapes and figures.
K. The different cultural significance of the constellations and the solar system.

4. UNIT GOALS WITH INSTRUCTIONAL OBJECTIVES

A. Students will have a basic understanding of the Solar System.
   1. Given pictorial representations and the talking charts, students will be able to identify and tell or write two sentences about each of the planets and the Sun.
   2. Given a list of facts about each planet, students will be able to name the planet which corresponds with the facts given.
   3. Given a 12 X 18 sheet of blank white paper, students will be able to draw the and each of the planets with recognizable characteristics in order of their distance from the Sun.

B. Students will have a basic understanding of the development space exploration.
   1. Given a time line with the important dates marked with a picture prompt, students will be able to tell or write about the significance of that date.
   2. Given a pictures of instruments used for space exploration, students will be able to name the instruments and tell what they are used for.

C. Students will have a basic knowledge of large numbers and how to manipulate them.
   1. Students will be able to write a number up to ten billion when it is given orally.
   2. Students will be able to add or subtract two numbers with up to ten digits in each number.

D. Students and parents will participate together in their communities in activities which support and expand upon the materials learned in the classroom.
   1. Students and parent volunteers will participate in a field trip to the nearest observatory.
   2. Students and parents will participate in a constellation finding homework activity.
   3. Parents will help in the classroom with the art activities.

5. **DESCRIPTION OF ASSESSMENT**

The students will create a portfolio which will contain completed projects and information about the Solar System. All assignment will be collected daily and then returned to the students to be placed in their portfolios. Students will be able to demonstrate that they have an understanding of the knowledge by answering verbal and written questions after completing all assignments, and will be able to state that they are "responsible" and "knowledgeable". Students will also be able to state that they are "cooperative" and "creative" after participating in the cooperative group art activities.

6. **HOMEWORK ASSIGNMENTS**

The students will have a list of homework assignment to be completed with and signed off by their parents for each night. This list of assignments will be passed out on Monday and returned to the Teacher on Friday. During the sharing of activities on day five, students will be required to share with the class at least one activity they did with their parents at home. The first assignment will be for students to interview their parents to find out the most interesting fact their parents know about the solar system, planets, or sun, and write up a brief report for the class. These will be displayed in an "Amazing facts" center and used in a trivia game the following week as a review activity. The students will be expected to share these facts on Friday. The second assignment will be for students to go out with their parents one night and spend at least 10 minutes looking for Venus and Mars with the aid of a star map provided by the teacher. (These maps can generally be found in almanacs or at your local observatory.) The third assignment will be for the students with their parents to find one article from a newspaper or magazine about current developments and activities in the space program using material at home or the local library. The fourth assignment will be to spend at least ten minutes one night looking for constellations the class has studied and writing down the formations that they recognize.

PARENT / COMMUNITY INVOLVEMENT

Parent and community involvement is necessary throughout the school year both to emphasize to the students that their parents are actively involved and interested in their education, and to emphasize to the parents that the education of their child is a team effort involving school, community, and parents. Actively involved parents improve the school climate and improve academic achievement through activities including but not limited to; chaperoning on field trips, assisting in art activities, assisting and designing room decorations, reading or listening to individual students read stories, doing portfolio assessments with their child or another child and providing feedback to the teacher.

The following Self-Esteem adjectives will be displayed on the wall throughout the school year. Adjectives will be added to it from a list that the children may choose from and create their own fulfilling activities to earn the word. The teacher will use the adjectives from the chart in portfolios, and in verbal comments.

SELF-ESTEEM ADJECTIVES AND ACTIONS

responsible
- hands in all work on time
- follows directions
- demonstrates respect for adults
- chooses positive role models
- tries hard all the time
- shows a positive attitude
- stays on task

knowledgeable
- able to explain facts about material studied
- reads often
- demonstrates class rules and procedures
- explains subject matter to students who missed a day or a lesson

courteous
- waits their turn
- listens quietly while others are talking
- says "please" and thank "you"
- asks permission
- helps others

cooperative
- helps other students
- shares
- listens actively to the other students

respectful
- does not interrupt
- asks for needs to be does not demand.
- listens attentively to people who are talking

organized
- keeps desk and materials neat
- comes to class prepared
- follows directions accurately when doing work.

creative
- turns in artwork that is unique
- finds different ways to solve problems

self-controlled
- follows rules without prompting
- stays on task
- completes work in time
- listens attentively

participative
- listens actively to teacher and peers
- raises hand often to answer questions
- helps actively in group work

sensitive
- greets others
- shares when someone needs something
- says nice things about others
- congratulates others

efficient
- does work well and finishes early
- uses only the materials needed, nothing extra.
- uses extra time on room jobs or to straighten up

personable
- smiles at others first
- greets others
- helps others
- shares
- compliments others
- comforts classmates

persistent
- keeps trying until the task is done right
- tries different ways of doing things
- tries at least three times before asking for help

admirable
****

any student who earns the right to be called by any of the adjectives is someone we can all admire.

The following talking charts will be created and built upon throughout the unit. They are separated by days to exhibit which charts will be emphasized on which days. During the days following the introduction of a chart, the teacher and students will frequently refer back to that chart. Some of the words are general knowledge words and some are from the literature, songs, and activities which will be used to flesh out the unit.

DAY 1 - Vocabulary Development Talking Chart

Elementos	Elements	Nombres	Names
planetas	planets	Sol	Sun
lunas	moons	Luna	Moon
estrella	star	Mercurio	Mercury
meteorito	meteorite	Venus	Venus
asteroide	asteroide	Tierra	Earth
cometa	comet	Marte	Mars
anillo	ring	Plutón	Pluto
galaxía	galaxy	Vía Láctea	Milky Way
sistema solár	solar system	Sistema Solár	Solar System
espacio	space	Voyager	Voyager
bola	ball	Júpiter	Jupiter
pedazo	piece	Saturno	Saturn
cuerpo	body	Urano	Uranus
		Neptuno	Neptune

DAY 2 - Vocabulary Development Talking Chart

Colores	Colors	Movimiento	Movement
amarillo	yellow	órbita	orbit
azúl	blue	giran	turn
verde	green	da vueltas	spin
rojo	red	caer	fall
anaranjado	orange	mover	move
blanco	white	recorrida	orbit
negro	black	camino	path
café	brown	rodear	surround
rosada	pink	levanta	lift
oscuro	dark	enviar	send
brillante	bright	dejar	leave
		viaje	trip
		recojer	to get
		sigue	follow

DAY 3 - Vocabulary Development Talking Chart

Tamaños	Sizes	Formas	Shapes
enorme	enormous	bola	ball
grande	big	anillo	ring
gigante	giant	redondo	round
alta	tall	globo	globe
pequeño	small	esfera	sphere
excesivamente	excessive	inclinado	inclined

Temperaturas	Temperatures	Instrumentos Científicos	Scientific Instruments
calor	hot		
caliente	hot	telescópio	telescope
caluroso	hot	científico	scientist
frío	cold	nave espacial	space ship
enfriado	frozen	traje espacial	space suit
hielo	ice	cámara	camera
		fotografía	photograph
		información	information

DAY 4 - Vocabulary Development Talking Chart

Lugares	Places	Tiempos	Times
sobre	over	temprano	early
cima	on top	tarde	late
centro	center	día	day
lejos	far	noche	night
superficie	surface	mañana	morning
alrededor	around	año	year
millas	miles	nunca	never
alta	high	siempre	always
lado	side		
dentro	inside		
a través	through		
desde	from		
debajo	under		

DAY 5 - Vocabulary Development Talking Chart

Elementos de las Planetas	Elements of The Planets	Números	Numbers
		uno	one
hielo	ice	dos	two
roca	rock	tres	three
gas	gas	cuatro	four
metál	metal	cinco	five
cráteres	craters	seís	six
hoyos	holes	siete	seven
montañas	mountains	ocho	eight
valle	valley	nueve	nine
océano	ocean	primero	first
planta	plant	segundo	second
agua	water	tercero	third
desierto	desert	cuarto	fourth
polvo	dust	quinto	fifth
cañones	canyons	sexto	sixth
nube	cloud	séptimo	seventh
gràvita	gravity	octavo	eighth
hierro	iron	noveno	ninth
animales	animals	mil	thousand
vida	life	millón	million
		billón	billion

One of the activities for Second Language Development is to create more talking Vocabulary charts such as the ones above for the readings from *The Magic School bus in the Solar System*. The students will place new words in these categories, and create new categories for words that will not fit.

DAY 1 solar system	SECOND LANGUAGE DEVELOPMENT
PRE - PRODUCTION	Show students a representational poster of the Solar System. Have students point out the Sun and have them guess which planet is Earth. Show students the book, The Magic School Bus in the Solar System. Page through the book with the students and have them try to identify what they see in the book with the poster. Have students color a sun about 8 inches in diameter and a school bus about 2 inches tall.
EARLY PRODUCTION	Show students a representational poster of the Solar System. Have students point out the Sun and have them guess which planet is Earth. Ask students to gives the names of any other planets that they know. Ask them if they know what the name of Earth's satellite is and point to the moon. Show students the book, The Magic School Bus in the Solar System. Page through the book with the students and have them try to identify what they see in the book with the poster. Have students color a sun about 8 inches in diameter and a school bus about 2 inches tall.
SPEECH EMERGENCE	Show students a representational poster of the Solar System. Have students point out the Sun and have them guess which planet is Earth. Have the students point out differences that they notice between the different planets. Show students the book, The Magic School Bus in the Solar System. Page through the book with the students and have them try to identify what they see in the book with the poster. Have students color a sun about 8 inches in diameter and a school bus about 2 inches tall.
INTERMEDIATE FLUENCY	Show students a representational poster of the Solar System. Have students point out the Sun and have them guess which planet is Earth. Have the students point out differences that they notice between the different planets. Show students the book, The Magic School Bus in the Solar System. Page through the book with the students and have them try to identify what they see in the book with the poster. Have students color a sun about 8 inches in diameter and a school bus about 2 inches tall.

DAY 1 solar system	PRIMARY LANGUAGE INSTRUCTION	SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN SECOND LANGUAGE
LANGUAGE ARTS	Discuss the concepts in "The Magic School bus..." by ??? and the story "The Solar and Beyond from the HBJ Science Book.	Read "The Magic School bus..." and have the students develop vocabulary sets in a talking chart in cooperative groups. These must be heterogeneous groups.
MATH	Discuss the concept of size in meters, centimeters, and kilometers. Measure things in centimeters and meters in the room and discuss meters in relation to the neighborhood.	Students will each create a meter stick by making 100 marks with a pen on a meter long string provided by the teacher. The class will then tie together all of their strings along with the remainder needed to make one kilometer. (this work could be done by a parent ahead of time)
SOCIAL STUDIES	Discuss the concept of a time-line with the students.	Create a timeline with the students which show the major events of the school year.
SCIENCE	Discuss the concept and components of the Solar System, including the names of the planets, and a brief discussion of land forms. Do worksheets on "Qué es un Sistema Solar", and "Los Planetas"	Study of Mercury. Students will participate in a guided study of Mercury using the information on the worksheet "Mercurio".
MUSIC	Explain the meaning to the words in "Moonshadow" by Cat Stevens.	Learn the song "Moonshadow"
ART	Discuss the appearance of Mercury.	Have students paint or draw a picture of Mercury.
P.E. **DRAMA**	Discuss the number of planets and the manner in which they move around the Sun.	Have students work outside in cooperative groups to create their own representation of a Solar System.

DAY 2 solar system	SECOND LANGUAGE DEVELOPMENT
PRE - PRODUCTION	Show students a representational poster of the Solar System. Have students point out the Sun and the planets as you name them. Show students the book, The Magic School Bus in the Solar System. Page through the book with the students and have them try to identify what they see in the book with the poster. Review the Solar System vocabulary by playing Vocabulary Bingo.
EARLY PRODUCTION	Show students a representational poster of the Solar System. Have students point out the Sun and have them guess which planet is Earth. Ask students to gives the names of any other planets that they know. Show students the book, The Magic School Bus in the Solar System. Page through the book with the students and have them try to identify what they see in the book. Review the Solar System vocabulary by playing Vocabulary Bingo.
SPEECH EMERGENCE	Show students a representational poster of the Solar System. Have students point out the Sun and have them guess which planet is Earth. Have the students point out differences that they notice between the different planets. Show students the book, The Magic School Bus in the Solar System. Page through the book with the students and have them try to identify what they see in the book with the poster. Review the Solar System vocabulary by playing Vocabulary Bingo.
INTERMEDIATE FLUENCY	Show students a representational poster of the Solar System. Have students point out the Sun and have them guess which planet is Earth. Have the students point out differences that they notice between the different planets. Show students the book, The Magic School Bus in the Solar System. Page through the book with the students and have them try to identify what they see in the book with the poster. Review the Solar System vocabulary by playing Vocabulary Bingo.

DAY 2 solar system	PRIMARY LANGUAGE INSTRUCTION	SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN SECOND LANGUAGE
LANGUAGE ARTS	Discuss the concepts in "Exploring Venus and Mercury"	The Teacher will read "Exploring Venus and Mercury" and will discuss it with the children. Children will make talking vocabulary charts in groups.
MATH	Discuss the concept graphing and will graph the size of the student's pencils	Students will make graphs of the number of moons each planet has, the number of colors which can be found in each planet, and the distance of each planet from the Sun in kilometers.
SOCIAL STUDIES	Review the concept of a time-line with the students.	Discuss with the students the beginnings of space exploration and begin to create a timeline which shows each major event.
SCIENCE	Discuss the concept and components of the Solar System, including the names of the planets. Do worksheets on "Venus" and "Tierra".	Will research and discuss the types of food needed by astronauts to survive in space.
MUSIC	Review the meaning to the words in "Moonshadow" by Cat Stevens.	Sing the song "Moonshadow"
ART	Discuss the appearance of Venus, Earth, and Mars.	Have students paint or draw pictures of Venus, Earth, and Mars.
P.E. **DRAMA**	Discuss the number of planets and the manner in which they move around the Sun.	Have students work outside in cooperative groups to create their own representation of a Solar System. While walking around in their orbit, students must display 1 special characteristic of their planet.

DAY 3 solar system	SECOND LANGUAGE DEVELOPMENT
PRE - PRODUCTION	Show students a representational poster of the Solar System. Have students point out the Sun and have them guess which planet is Earth. Show students the book, The Magic School Bus in the Solar System. Page through the book with the students and have them try to identify what they see in the book with the poster. Read the first five pages of the book to the students and discuss the meaning of the passage.
EARLY PRODUCTION	Show students a representational poster of the Solar System. Have students point out the Sun and have them guess which planet is Earth. Ask students to gives the names of any other planets that they know. Ask them if they know what the name of Earth's satellite is and point to the moon. Show students the book, The Magic School Bus in the Solar System. Page through the book with the students and have them try to identify what they see in the book with the poster. Read the first five pages of the book to the students and discuss the passage.
SPEECH EMERGENCE	Show students a representational poster of the Solar System. Have students point out the Sun and have them name the planets. Have the students point out differences that they notice between the different planets. Show students the book, The Magic School Bus in the Solar System. Read through the book with the students and have them try to identify what they see in the book with the poster. Have the students choral read the first five pages of the book and discuss the meaning of the passage.
INTERMEDIATE FLUENCY	Show students a representational poster of the Solar System. Have students point out the Sun and name the planets. Have the students point out differences that they notice between the different planets. Show students the book, The Magic School Bus in the Solar System. Read through the book with the students and have them try to identify what they see in the book with the poster. Have the students choral read the first five pages of the book and discuss the meaning of the passage.

DAY 3 solar system	PRIMARY LANGUAGE INSTRUCTION	SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN SECOND LANGUAGE
LANGUAGE ARTS	Discuss the concepts found in the reading "Explore the World of Space and the Universe"	The teacher will read "Explore the World of Space and the Universe" to the students. The class will discuss the ideas from the readings together.
MATH	Review the concepts of metric measurement, addition, and subtraction.	Students will use their knowledge of the metric system, addition, and subtraction to discover how long it would take travel to each of the planets in a spaceship traveling 10,000 kph. They will graph the results in terms of days.
SOCIAL STUDIES	Discuss the major events in the development of space exploration	Continue work on the beginnings of space exploration and the creation of a timeline which shows each major event.
SCIENCE	Review the concept and components of the Solar System, including the names of the planets, and a brief discussion of known facts. Do worksheets on "Júpiter", and "Saturno", and "Urano".	Show pictures and discuss different types of spacecraft and their uses.
MUSIC	Review the meaning to the words in "Moonshadow" by Cat Stevens.	Sing the song "Moonshadow"
ART	Discuss the appearance of Jupiter, Saturn, and Uranus.	Have students paint or draw pictures of Jupiter, Saturn, and Uranus
P.E. **DRAMA**	Discuss the concept of gravity and it's effect on us.	Students will pretend to be in a playground which has no gravity

DAY 4 solar system	SECOND LANGUAGE DEVELOPMENT
PRE - PRODUCTION	Show students a representational poster of the Solar System. Have students point out the Sun and have them guess which planet is Earth. Show students the book, The Magic School Bus in the Solar System. Page through the book with the students and have them try to identify what they see in the book with the poster. Read the second five pages of the book to the students and discuss the meaning of the passage.
EARLY PRODUCTION	Show students a representational poster of the Solar System. Have students point out the Sun and have them guess which planet is Earth. Ask students to gives the names of any other planets that they know. Ask them to name Earth's satellite is and point to the moon. Ask them to name other planets. Show students the book, The Magic School Bus in the Solar System. Page through the book with the students and have them try to identify what they see in the book. Read the second five pages of the book to the students and discuss the passage.
SPEECH EMERGENCE	Show students a representational poster of the Solar System. Have students point out the Sun and have them name the planets. Have the students point out differences that they notice between the different planets. Show students the book, The Magic School Bus in the Solar System. Read through the book with the students and have them try to identify what they see in the book. Have the students choral read the second five pages of the book and discuss the meaning of the passage.
INTERMEDIATE FLUENCY	Show students a representational poster of the Solar System. Have students point out the Sun and name the planets. Have the students point out differences that they notice between the different planets. Show students the book, The Magic School Bus in the Solar System. Read through the book with the students and have them try to identify what they see in the book. Have the students choral read the second five pages of the book and discuss the meaning of the passage.

DAY 4 solar system	PRIMARY LANGUAGE INSTRUCTION	SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN SECOND LANGUAGE
LANGUAGE ARTS	Discuss the concepts in "The Moon in Space" from the HBJ Science book. Read the book "Mira Como Cambia la Luna".	The Teacher will read "Exploring Venus and Mercury" and will discuss it with the children. Children will make talking vocabulary charts in groups.
MATH	Review the concept graphing and will graph the kind of pets owned by the students in the class. Introduce the concept of fractions to the class.	Students will write fractions for phases of the moon. Using an almanac, students will graph the phase the moon will be in on their birthdays.
SOCIAL STUDIES	Review the concept of a time-line with the students.	Continue the discussion on the beginnings of space exploration and continue work on the timeline which shows each major event.
SCIENCE	Review the concept and components of the Solar System, including the names of the planets, and a brief discussion of known facts. Do worksheets on "Neptuno", and "Plutón".	Show pictures and discuss different phases of the moon. Discuss the similarities and differences between Neptune and Pluto. Discuss how the Voyager series helped Man's knowledge of the Solar System
MUSIC		Sing the song "Moonshadow"
ART	Discuss the appearance of Neptune and Pluto.	Have students paint or draw pictures of Neptune and Pluto.
P.E. DRAMA		Students will do the "Moondance walk".

DAY 5 solar system	SECOND LANGUAGE DEVELOPMENT
PRE - PRODUCTION	Show students a representational poster of the Solar System. Have students point out the Sun and have them guess which planet is Earth. Show students the book, The Magic School Bus in the Solar System. Page through the book with the students and have them try to identify what they see in the book. Read the last five pages of the book to the students and discuss the meaning of the passage.
EARLY PRODUCTION	Show students a representational poster of the Solar System. Have students point out the Sun and have them guess which planet is Earth. Ask students to gives the names of any other planets that they know. Ask them to name Earth's satellite is and point to the moon. Ask them to name other planets. Show students the book, The Magic School Bus in the Solar System. Page through the book with the students and have them try to identify what they see in the book. Read the last five pages of the book to the students and discuss the passage.
SPEECH EMERGENCE	Show students a representational poster of the Solar System. Have students point out the Sun and have them name the planets. Have the students point out differences that they notice between the different planets. Show students the book, The Magic School Bus in the Solar System. Read through the book with the students and have them try to identify what they see in the book. Have the students choral read the last five pages of the book and discuss the meaning of the passage.
INTERMEDIATE FLUENCY	Show students a representational poster of the Solar System. Have students point out the Sun and name the planets. Have the students point out differences that they notice between the different planets. Show students the book, The Magic School Bus in the Solar System. Read through the book with the students and have them try to identify what they see in the book. Have the students choral read the last five pages of the book and discuss the meaning of the passage.

DAY 5 solar system	PRIMARY LANGUAGE INSTRUCTION	SPECIALLY DESIGNED ACADEMIC INSTRUCTION IN SECOND LANGUAGE
LANGUAGE ARTS	Discuss the concepts in "The first Moon Landing" from the Video. Read the book "Los Hombres en la Luna".	The Teacher will show students the video "The first Moon Landing and will discuss it with the children. Children will make talking vocabulary charts in groups.
MATH	Review the concept of fractions with the students.	Students will compare their weight on earth with their weight on the moon and all of the other planets. Students will graph the results.
SOCIAL STUDIES	Review the concept of a time-line with the students.	Complete the discussion on the beginnings of space exploration and work on the timeline which shows each major event.
SCIENCE	Review the concept and components of the Solar System, including the names of the planets, and a brief discussion of known facts. Do worksheets on "Voyager", and "El Lugar Misterioso".	Students will discuss, draw and lable everything that they can think of that an astronaut would need to survive for an extended period of time.
MUSIC		Sing the song "Moonshadow"
ART		Have the students use their drawings to make either mobils or Solar system books.
P.E. DRAMA		Students share their interesting fact by playing sharades to guess the name of the planet or object they are talking about, and then sharing with the class. Teacher should write down to be placed in class's Amazing Fact's book.